DOCUMENT RESUME

ED 053 670 HE 002 420

TITLE	Conference of Overseas Vice-Chancellors (Ottawa, September, 1970).
INSTITUTION	Association of Universities and Colleges of Canada, Ottawa (Ontario).
PUB DATE	Sep 70
NOTE	48p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Administrative Organization, *Chief Administrators, *Conference Reports, *Developing Nations, *Financial Support, Foreign Countries, Higher Education, Interinstitutional Cooperation, International Programs, *Universities

ABSTRACT

This conference was the 11th in a series of conferences attended by Vice-Chancellors from developing countries. This report presents: (1) summaries of the program discussions (centering around aid policy and machinery), and the progress, problems and needs of overseas universities; (2) a review of the Canadian, American, British, and West European aid programs, including some general observations on aid programs; and (3) discussions of efforts at regional cooperation in the developing countries among university organizations and administrations in those areas. Included in the appendices are: (1) a speech by Lester Pearson; (2) a review of Inter-University Council services; (3) manpower and training activities of the Inter-University Council; and (4) a list of conference participants. (AF)

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CONFERENCE
OF
OVERSEAS VICE-CHANCELLORS

OTTAWA

SEPTEMBER 1970

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EDUCATION & WELFARE
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FOREWORD

By Professor T A Lambo - University of Ibadan

The Conference was the eleventh in a series of conferences of Vice-Chancellors from developing countries. The purposes of these conferences, especially the intermediate objectives, tend to be intensely realised and the message effectively conveyed.

At this meeting it was the feeling of many of the Vice-Chancellors that this was a conference they would not like to have missed; its cohesiveness, its sense of solidarity and the reassurance of support - moral and material - it gave to individuals transcended the usual transient feeling of well-being that characterises one's emotion after a successful dialogue with technical assistance agencies.

The overall feeling at the meeting was one of substantial support for our overseas colleagues and organisations - Inter-University Council, Association of Universities and Colleges of Canada, Overseas Liaison Committee of the American Council on Education - in their relentless effort to obtain more funds from their governments, especially capital, to support well-defined projects and programmes of development and the changing and expanding needs, eg postgraduate programmes, special research institutes, equipment and library for this purpose.

The level of confidence, and expectation, rose considerably among the Vice-Chancellors from the developing countries at this meeting in the capacity and effectiveness of these organisations - Inter-University Council, Association of Universities and Colleges of Canada, Overseas Liaison Committee of the American Council on Education - to give greater and more liberal support, to give greater guidance, to promote better co-operation between universities in their countries and the universities which are still in the throes of change in developing areas and, lastly, to insulate them from the sense of bewilderment and frustration that the bureaucracy of governments inadvertently tends to generate.

These meetings remain of inestimable worth to the future growth and development of universities in the developing countries. Many Vice-Chancellors have expressed the feelings that the accelerated growth and development of their universities, especially in the areas of staff development, staff exchange etc, have been due to the vigour with which institutions like the Inter-University Council and others have pursued their task in recent years. This is particularly true of West African universities.

ACKNOWLEDGEMENTS

The Conference was particularly pleased to meet for the first time in Canada and for this opportunity the thanks of the Conference are due to the Association of Universities and Colleges of Canada, which was responsible for all the organisational arrangements in Ottawa, and to the Canadian International Development Agency and the Carnegie Corporation of New York which generously provided the financial support which made the Conference possible.

It was a special privilege for the Conference to be addressed by the Rt Hon Lester Pearson, P C, Chairman of the Commission on International Development, and all those who participated in the Conference are most grateful to him for the inspiration of his opening address.

The Conference was also priviledgd to meet the Hon Mitchell Sharp, Secretary of State for External Affairs, and is most grateful to him and to Mr Maurice Strong, then President of the Canadian International Development Agency, for sparing the time to come and speak to the members of the Conference.

Members are very grateful also to the President of Carleton University and the Executive Director of the Association of Universities and Colleges of Canada for their hospitality and to the Chairman of the National Capital Commission for arranging a tour of the city of Ottawa and its environs on our behalf.

The Steering Committee for the Conference consisted of Mr J B Butterworth (Chairman of the Inter-University Council for Higher Education Overseas), Mr Geoffrey Andrew (Executive Director of the Association of Universities and Colleges of Canada), Dr C W de Kiewiet (Chairman of the Overseas Liaison Committee of the American Council on Education), Professor T A Lambo (Vice-Chancellor, University of Ibadan) and Dr Li Choh Ming (Vice-Chancellor, Chinese University of Hong Kong).

The record of discussions on each subject is based on the summary provided by the appointed rapporteur. The final composite report is the responsibility of the Conference secretary. It must be regarded as "unconfirmed" in the sense that the recorded remarks of individual speakers have not been submitted to them for approval or correction. Further, it is not the intention of the report to imply that all the views expressed are necessarily shared by all those who participated.

SUMMARY OF PROGRAMME

SUBJECTS

"Partners in Development"

Review of aid programmes

a. Canada

b. United States of America

c. United Kingdom

d. Others

e. General

University Organisation and Administration

Regional Co-operation

APPENDICES

I. Speech by the Rt Hon Lester Pearson

II. Review of Inter-University Council Services

III. Manpower and Training Activities of the Inter-University Council

IV. List of participants

"PARTNERS IN DEVELOPMENT"

Chairman: Mr J B Butterworth

Subject introduced by: The Rt Hon Lester Pearson

Rapporteur: Mr Jeffrey Holmes

a. INTRODUCTION

Mr Davidson Dunton, on behalf of the Association of Universities and Colleges of Canada, welcomed the participants. Canadian universities had not been as concerned with international co-operation as they should have been; they had been preoccupied with their own surge of development over the past 10 years. He hoped the conference, among other things, would stimulate Canadian university interest in development. It seemed that the needs of universities in developing countries were changing more rapidly than the appreciation of these needs. Conferences such as the present one, therefore, were of major importance.

The Chairman explained that the purpose of the meeting was to identify the needs and problems of the vice-chancellors of overseas universities and to prompt those in developed countries to appropriate responses. The conference would seek ways in which delegates could, as partners, co-operate in solving these problems.

The Rt Hon Lester B Pearson introduced the theme of "Partners in Development" His speech is recorded as Appendix I.

b. AID POLICY AND MACHINERY

Participants were seeking common objectives within the framework of an international university community but there was a need for reconstruction - particularly within governmental aid agencies to create greater awareness of actual needs overseas, a more humanizing attitude and a more scientific approach and, within developing countries themselves, to redefine the goals of education.

Throughout the discussion three major points kept recurring:

a. the need for university training and research to be related to local conditions;

b. the need for flexibility in aid programmes; and

c. the need for increased capital aid.

a. Different countries were at different stages of development and each university had to reflect the stage of development of the country it served. There could, therefore, be no uniformity of university need. In some countries, for example, an important role for the university was to produce middle-level personnel rather than concentrate on the training of advanced scholars or high-level engineers.

There was still too strong a tendency to follow the education patterns developed to meet the needs of the western world. University education in developing countries was still too academic and ran the risk of producing graduates who could not readily be absorbed into the labour force. It had

been suggested that one answer was to encourage the growth of polytechnics to take care of technical training needs, leaving the universities to provide only the traditional type of education. Was this, in fact, a good answer for society or for the universities? In countries where 80% to 85% of the population lived in rural communities, the universities ought not to ignore them and could help in various ways, eg the eradication of weeds through research; community development through home economics courses; encouragement of primary and secondary teacher trainees to become self-help leaders when they returned to their villages.

Aid schemes similarly should take account of current national needs rather than desirable international standards alone. One suggestion was that faculties might be developed which offered a mixture of technical and academic training but with no down-grading of the technical. ("What is needed is more educated technicians and not more technically educated BAs".)

b. Difficulties experienced by vice-chancellors in securing external aid frequently stemmed from

i. the pre-conceived notions and order of priorities of donors in developed countries; and

ii. the obligations of official aid agencies to work through government channels.

Vice-chancellors gave examples of the first of these difficulties and emphasised that local knowledge of the precise need was crucial - support might be offered only for one year whereas the presence of a visiting professor for two or three years might be essential to make a course viable; there might be insistence on a counterpart when none was available- one department might need long-term staff support while in another short-term strengthening was all that was required. Sometimes quite minor requests were turned down, after long negotiation, because they did not fall in the range of interest of the donor agency concerned. ("I know what I want and I can't get it. I know what I don't want and I can get it to-morrow. You may want pharmacologists and they'll offer you sociologists.")

Donor agencies could help here by indicating clearly which areas offered a reasonable chance of a successful application.

As for the second difficulty, the obligation to work through governments meant red tape and delay, and strict adherence to protocol might involve the introduction of awkward balance-of-payments considerations. Moreover, overseas governments thought of priorities in very short terms, whereas universities were concerned with the long-range strategy of need, and periodically there were bound to be disagreements between governments and universities which could prejudice a worthwhile project requiring external aid. When governments were involved, expensive mistakes could occur: one agricultural programme was developed through the use of plantations and more than £2 million were spent. The university did everything possible to discourage this, at the expense of good relations with the government concerned. Yet within two years the programme had collapsed.

There was general support among vice-chancellors for the idea that official funds should be channelled through independent, national organisations such as the Inter-Univrrsity Council where those concerned were themselves involved in the practice of academic planning.

In commenting, representatives of official donor agencies pointed out the possibility of offending local governments by trying to work directly with universities, though some, such as the Ministry of Overseas Development, had gone some way in this direction. Moreover, that Ministry was seeking to involve independent, expert organisations in aid affairs: responsibility for various forms of support for universities had been transferred to the Inter-University Council and extended responsibilities were envisaged for the Centre for Educational Development Overseas and the Council for Technical Education and Training Overseas. For major capital aid, it was difficult to see how inter-governmental negotiation could be avoided, but discussions were proceeding in the Ministry to see whether a simpler and more direct machinery could be introduced for minor capital grants.

c. Capital for the improvement of facilities in overseas universities, including library books and equipment and for the development of research, was a major concern of most of the universities represented. On the one hand, the development of research was not an object which was likely to appeal to the generosity of local governments. On the other, now that arrangements were being introduced to facilitate the secondment of experienced staff (though greater support was needed for this), the effort would be wasted if research funds were not available to support these high-quality staff when they arrived. There was no point in sending out a top-class physicist if there was only a weak physics collection in the library or very limited equipment.

There was general agreement that a greater emphasis was now required on the provision of support for local facilities rather than on sending persons abroad for study, though the latter was still necessary in appropriate cases. The forthcoming Commonwealth Education Conference would provide an opportunity for this matter to be discussed, particularly in relation to the Commonwealth Scholarship Plan, and the views of overseas vice-chancellors would be very welcome in this context.

A shift of emphasis towards the development of local postgraduate facilities would, incidentally, have its effect on the "brain drain". There were, however, other ways of tackling this problem in which universities could play a part. One cause of the "brain drain" was the lack of capacity of an economy to absorb trained persons at a given time. The onus was on the universities to train their graduates for the needs of the time.

Other areas in which external aid could play a useful role were (i) third country training, (ii) inter-university links and (iii) assistance for local graduates to carry on research in their own universities after returning from postgraduate study abroad. The first, of course, presented balance of payments problems and in some cases trainees were unhappy about accepting training elsewhere than in a developed country. The scale of demand could with advantage be assessed and the Commonwealth Education Conference might well present a useful opportunity for discussing the subject further. The second could well be a useful means of providing aid but problems had arisen in the past, when, after a grant had been announced, difficulties arose in the division of the grant between the overseas university and other participants. University contracts would, it was hoped, become more flexible.

c. TOUR D'HORIZON - THE PROGRESS, PROBLEMS AND NEEDS OF OVERSEAS UNIVERSITIES

Chairmen: Dr C M Li and Professor T A Lambo

Rapporteur: Mr Jeffrey Holmes

Following the discussions on the policy and machinery of overseas aid, illustrations were given of the development, problems and needs of universities in various parts of the developing world.

1. HAILE SELLASSIE I UNIVERSITY. The University now had 8,000 students, including 4,600 day students spread over several colleges with different educational traditions and offering courses at various levels. For example the University offered degrees in medicine as well as training for community nurses, degrees in engineering as well as lower level training in the Building College, and extension and summer certificate programmes. It was planned to increase the number of day students to 6,600 with a consequent increase in staff numbers from 500 to 700. An extra $E10 million would be required for this development.

At a meeting between government and university representatives a decision had been made to try to balance enrolment along the lines of one-third teacher training, one-third science and technology, and one-third in other faculties. Only about 20 per cent of the students would be expected to graduate in general arts, since such graduates found it difficult to get jobs. All new students were enrolled in a freshman year rather than direct into faculties and during it they were confronted with the needs of industry etc. By a happy coincidence the desired balance was being achieved through the students' own preferences

The University was also anxious to ensure that teaching was relevant to the local rural context rather than to the conditions of highly-developed societies. It was therefore considering a pilot scheme of sending groups of twenty-five students with 3 teachers into the country, to work directly on rural development and thus develop experience which could be passed on.

The future development of higher education in Ethiopia should be by regionalisation in five campuses, each specialised to an extent eg in agriculture. Major problems lay in (a) the need for capital development - the University had avoided sophisticated buildings but an expansion of facilities was necessary - and (b) the continuing need for senior staff - some forty-five per cent of the staff were now Ethiopians and this proportion might reach fifty-five to sixty per cent within five years, but there was a need for senior people in the transition period.

2. CUTTINGTON COLLEGE, LIBERIA. The College was located one hundred miles inland, offered courses in business, economics, nursing, chemistry, biology, the humanities and education. It was unique among those institutions represented at the conference in that it was a private, not a public institution. This created serious financing problems.. A thirty-year development programme to the year 2,000 included the need for twenty million dollars for capital development and an endowment fund. The areas of acute need were staff recruitment and retention and training at higher levels and the President hoped that aid agencies would be willing to extend their support outside the Commonwealth to such institutions as Cuttington College.

3. UNIVERSITY OF MALAWI. The University's principal concerns were support for (i) capital development, (ii) staff development, both academic and administrative, and (iii) adequate "topping up" of salary, which would have to be done in a national's own country.

The University was bringing middle-level training into the university as an equal partner with under-graduate training; in fact, two-thirds of the students at the University were taking diplomas rather than degrees. The system seemed to do what had been hoped of it and was realistic in manpower terms, but there were consequential difficulties in teaching since the pressure of subject matter in the vocational courses was such that the introduction of scholarly skills of analysis and thought tended to be crowded out.

4. MAKERERE UNIVERSITY. External support would be particularly welcome for projects which did not appeal to local governments as showing a prospect of some immediate return. For example, it would be difficult to get support locally for research on curing a certain kind of cancer tumour, where a patient would have to be kept in hospital for years and expensive drugs administered. But research of this kind could have implications of interest far beyond the local environment.

Other areas of need were (i) the training of research manpower, (ii) support for faculties which were not in line with popular needs, eg religious studies, fine art, music - a university would not get local support for these subjects when the training of more agriculturalists was urgently needed- and so help must be sought outside the country; and (iii) the purchase of expensive items of equipment, eg in physics.

5. UNIVERSITY OF GHANA. The educational scene in Ghana showed a need for the consolidation and improvement of secondary education, especially in the field of science teaching, and for the development of post-secondary facilities for middle-level manpower training. The University for its part, now 21 years old, with a tradition of high academic standards and with principles which had stood the test of political vicissitudes, now saw its objectives as being to expand research oriented toward the development needs of the country and to enlarge its ability to train not only at the under-graduate but also at the graduate level. It was therefore developing extension work associated with the three agricultural research stations, had established an institute of social, economic and statistical research (with an advisory council on which industry and government departments were represented) and was enriching its academic programme through co-operation with sister universities abroad (eg Western Ontario - economic research; Guelph - agriculture; Oxford - law). All the administrative staff were now Ghanaian and about 70% of the teaching staff, but there were important posts particularly in new departments like psychology which could not yet be filled be locally-born staff.

The major need now was for capital, especially as expansion had been severely limited for a long time under the previous political regime. The library must be enlarged and research facilities must be improved. Strengthening of the basic sciences, economics and social studies was essential to back up research of an applied nature; without them some of the short-term practical programmes which seemed to appeal more to donors could be frustrated or not followed through to an understanding of the business and social implications.

6. KUMASI UNIVERSITY OF SCIENCE AND TECHNOLOGY. The University offered not only degree courses but also diploma courses in pharmacy, engineering and horticulture, and consideration was being given to diploma programmes for medical technicians, civil engineers and textile technicians. The introduction of deploma courses, however, presented problems - of securing recognition of the qualifications awarded, for example in pharmacy and engineering; of finding teaching staff with suitable professional experience; of attracting students, who might very often in the end after a little industrial experience want to return for a degree course.

Another problem facing the University, apart from finance for improved laboratory facilities and more equipment, was the difficulty of finding satisfactory and relevant practical training in the long vacations.

The University was anxious that the training it offered should be relevant and that it should contribute in every possible way to national development. It had conducted a study to find out how its graduates were received and (as a result of complaints from engineering graduates that they would have liked to learn more about economics, management and human relations) its department of liberal studies was being strengthened. There were plans to establish a technology advisory centre and the University was taking an active interest in rural development: for example, through low-cost housing research and the design by the faculty of architecture of a new agricultural development bank. Student numbers at the University had remained fairly static in recent years; originally the enrolment included that for 'A' level courses but these courses were now available elsewhere outside the University.

7. UNIVERSITY COLLEGE OF CAPE COAST. The College was an anomaly in that it was the only one with a special relationship with a university within its own country, the University of Ghana. This status was, however, likely to change as the result of the recommendations of the Vick Commission. It was limited to the training of teachers. Very few students, however, were keen to become teachers and most of the good ones therefore went to other universities. There were similar difficulties in attracting staff. There were problems too in regard to the site. Many of the buildings were impressive but not functionally located.

At the moment, education was taken as one of three subjects leading to a general degree. It was hoped to introduce an honours course in education and to broaden the range of studies. The curriculum was restricted at present to subjects studied in the schools themselves.

Education must be made a desirable subject and the quality of the programme would have to be improved. It was the intention to introduce research degrees and to make Cape Coast a centre of excellence in the field of education.

8. UNIVERSITY OF KHARTOUM. There were now nine faculties, including medicine, pharmacy, agriculture, engineering, social studies, arts, law and sciences. The 4,700 students almost all lived in residence. They included 550 women and 400 postgraduate students, spread throughout the faculties.

The University had now embarked on a five-year programme to increase enrolment to 7,500, with a student ratio of 72% in scientific areas to 28% in humanities. (The present ratio was 56% to 44%). Emphasis would be placed on improving scientific training and new faculties would include one of mining engineering.

Two-thirds of the staff were now Sudanese and hopefully this figure would rise to 85% in two years. Forty to fifty students had come back, mainly from England, with Ph D's, but they had tended to be very specialised in their research and experience. There was still a great need for senior staff from abroad at senior lecturer level or above who were willing to stay for a number of years. Their help was particularly important because of the development of Ph D and MA and MSc programmes.

The University was not greatly involved in middle-level training, though it offered a number of diploma courses in public administration and social work. The Khartoum Polytechnic offered a three-year diploma.

The major contribution in the area of rural development was the plan to increase enrolment in veterinary science and agriculture substantially over a three-year period.

The government had made a comprehensive study of the higher education needs of the Sudan, which would affect the whole University. A preliminary report was expected very soon.

9. UNIVERSITY OF THE WEST INDIES. The governments concerned had agreed that they would support the University until 1981 at least, so the University had a guarantee of a monopoly of higher education for the next twelve years or so. The University could not, however, expect this monopoly to extend to middle-level training and here the University saw its role as selective, assisting in areas such as the provision of a social work centre for the whole region and of a nursing education unit and in-training courses for civil servants.

A planning and development unit had been established in the University to provide basic information and statistics. It had produced a plan, based on manpower needs and school output, for the period 1970 to 1981. This showed a need to increase enrolment from 4,600 to 8,000 by 1975 and 12,000 by 1981 and these were probably underestimates. In the Caribbean, at the moment, 62% of the population was under twenty-five and 50% was under twenty-one. Providing education at all levels was a massive problem which would stretch available resources.

The University had a good record in carrying out research relevant to the region, eg chemical research on tropical products; a research unit on tropical metabolism; the regional virus laboratory in Trinidad; the agricultural regional research centre; extension work for rural development; and plans were nearly complete for an international cocoa research centre in Trinidad. Other relevant research in progress included work on malnutrition and on the census. Many programmes were established at the request of governments but the University retained the autonomy to decide which it would accept.

Problems included scarcity of resources, not only financial but also human (there was a loss of trained personnel to developed countries), the duplication of courses in various campuses and the need to provide continuing education for graduates.

10. UNIVERSITY OF LOUVANIUM. The Congo had a great way to catch up, compared with other countries. In 1960 there were only twelve university graduates in the Congo. Since then, however, there had been a rapid increase with enrolment at the University of Louvanium increasing from 400 to 1960 to 4,000 in 1969.

Secondary education was highly developed in the Congo - in 1969, 11,000 graduated and 3,500 were eligible to go to university - but the three Congolese universities could only accept 3,000. This posed problems for the seven or eight thousand who could not go to university and needed jobs. About 1,000 to 1,500 could be admitted to technical schools but these were not well developed in relation to the universities.

The Government, in consultation with the universities, had made the decision that 60% of university students should be oriented towards applied science. The difficulty was, however, that at the secondary level the split was 60% to 40% in the other direction. Reform at the secondary level was, therefore, needed.

At the university level, since last year courses in development had been made compulsory for all students in the first two years, regardless of faculty. Louvanium was encouraging study of English by professors and students and five hundred students were taking language laboratory courses.

The University had as its priorities the formation of a Congolese staff through postgraduate work (only 5% of the staff were now Congolese); the strengthening of administration; and the reform of the higher education system. The size of the University's output was small in relation to the infrastructure.

11. UNIVERSITY OF THE SOUTH PACIFIC. The University was essentially regional; ten countries were actively supporting the University and there were students from two others. The assumption was that the University would remain indefinitely as a regional university. Emphasis was on middle-level training; three quarters of the four hundred students were at the sub-university level. There were two preliminary classes, since the quality of preparation in the various island schools differed considerably.

The University had a special role to play in the field of teacher training for the whole region, and a curriculum development unit had been established to devise courses related to the region rather than to the requirements of external examining bodies. "Umbrella" relationships were developing with two agricultural colleges and with the Fiji School of Medicine. Training of senior administrators in the Fiji public service had just begun and would be extended in 1971 for the whole region. With Carnegie Corporation help, the University was establishing a number of university centres in some of the countries of the region since there was a need for a university presence throughout the region.

Resources were scarce: the development plan showed a need for $7 million in capital by 1977 but only $1½ million was in sight. Financing at present was on a per capita basis but there was a view that, due to the particular advantages accruing to Fiji from the location of the university, an increased share of the operating costs should be met from Fiji. Difficulty had arisen in co-ordinating operating support as methods varied among donors from different countries: in the past, Australia, New Zealand and Britain had contributed and Canada was now coming in. In relation to staff, the University had been able to pay the same salary to local and to expatriate employees up till now but salary increases in Britain might now make this position untenable. The University had been slow in getting qualified local staff.

12. UNIVERSITY COLLEGE OF RHODESIA. The College was an autonomous institution established under a royal charter granted in 1955. It would become the University of Rhodesia at the end of 1970 but its royal charter would still

operate. It had grown from 68 students in the first intake in 1957 into the Faculties of Arts and Science to 857 in 1969 (464 Europeans; 393 Africans and others) in five faculties including medicine and to 950 in 1970 (500 Europeans; 450 Africans and others). This trend in the pattern of student population was expected to continue. 85% of the students who had started degree courses had achieved degrees, 90% in medicine. The last intake of students reading for London or Birmingham degrees under the special arrangements with those universities was that of March 1970. European, African and other students attended the same classes and lived in the same halls of residence.

The population of Rhodesia was just under 250,000 Europeans and 4 to 5 million Africans and others.

The College had faced peculiar problems following the unilateral declaration of independence in November 1965. The country had been virtually isolated from normal international contacts, with a detrimental effect on the College. There has been a gradual cessation of all overseas funds, and some 95% of the current operating income (£1½ million to £1¾ million) now came from the Rhodesian treasury. There had also been serious staffing problems.

Other problems went back further than UDI. Pre-university education had been almost entirely on separate lines and, although there was not the same apartheid as in South Africa, in the past three or four years there had been a general political and social trend in the direction of separate development. The royal charter was categorically opposed to any racial discrimination, and the College had so far succeeded in maintaining its non-racial character and it was determined to go on doing so.

Those connected with the College faced a continuing crisis of conscience: should one carry on furthering university education in the sole university of the country, on a multi-racial basis for the benefit of all in the country? Or should one disassociate oneself from the regime? Was the College an anachronism, coming before, or after, its time? And how could the University maintain its multi-racial direction when the country appeared to be moving in the opposite one? Dr Craig's personal opinion was that if the College ceased to exist it would set back university education in the area for at least twenty years, and he quoted the two following declarations of policy which he had made in the last few months on the multi-racial question:-

1. "Article 4 of the College Charter lays down the multi-racial nature of the University College. I regard this as vital for various reasons, among them the fact that the recruitment of teaching staff and the maintenance of the quality of teaching and research would be very difficult indeed if the College, in any of its parts, ceased to be multi-racial. Furthermore, and here I express my own opinion, with which as Principal I identify the College: it is part of the ethic of a university to be a multi-racial, for the university is a community of reason and I regard it as unreasonable to discriminate against any man because of some characteristic which he is incapable of changing, for instance his colour or his nationality. I am not suggesting that people are equal in any observable or empirical sense, but all men are equal in their dignity and potential, and this is what a university exists to promote."

2. "I cannot too often emphasise that my view of the College is that, like any university worth the name, it is not part and parcel of any political system, party, ideology or even of any state. True, we are

> 95% dependent upon the state for our income, and for that, gratitude; but state subsidy cannot mean state control of our essential activities as a university such as I have outlined it. The fact that there are universities in other parts of the world which are organs of the state must not be made reason, or excuse, for our following a pattern which sounds the death knell of any responsible free university."

The University College of Rhodesia, he said, appealed for the continuation of such contact with sister universities, especially in Africa and Britain, which could, in the circumstances, be maintained.

13. NANYANG UNIVERSITY. The development of Nanyang must be seen against a history of fifty years of higher education in Malaysia and Singapore which had produced in the former, with its population of 9 million, the University of Malaya in Kuala Lumpur with 7,000 students, the new University of Penang, the National University (in which the medium of instruction was Malay), the Mara College of Technology, Ipoh Polytechnic and Serdang College of Agriculture. In Singapore, with its 2 million people, there were the University of Singapore (4,000 students in 7 faculties) and Nanyang University, together with technical institutions and the Singapore Polytechnic.

The University of Nanyang's development illustrated how a university should; not be founded. The first moves came in the early 1950's, against the wishes of government. It was established through private donations only, as a move to provide education for the Chinese graduates of high schools and to sustain traditional Chinese culture. Recurrent funds depended largely on fee income and as a result salaries were about half those of the sister university in Singapore. Teaching was of low quality, facilities were poor, and degrees were not recognised locally. Students became a frustrated, volatile group who were used by politicians in the years of upheaval. There followed a period of reorganisation during which student numbers were reduced but they had just begun to build up again, with an enrolment now at 3,300. Nanyang degrees were recognised in 1965 by the Government of Singapore on the same basis as those of the other University and a subsidy for operating grants was made and had increased rapidly, from 25% to about 65% in 1970. Although the position of the University had been largely transformed, there remained the problem of finding academic staff, technicians and enginerrs, as the unprecedented growth of industry in Singapore had taken many of the quali qualified candidates.

14. UNIVERSITY OF IFE. The University was chartered by the Western Regional Governments but funds were provided partly from Federal and partly from Regional sources and, because of the Federal contribution, the University was enjoined to take students from all parts of the country. It encountered difficulties early in its career, reflecting political uncertainties in the Region. There was a difficulty in recruitment, but the IUC provided stopgap help, particularly in the teaching of science. During the civil war, all Nigerian universities suffered and one closed down. Those which continued to function were on a standstill operating budget, with no capital funds.

At Ife there was a special emphasis on agriculture, with support from the US AID and Wisconsin University, and the University had recently taken over the research division of the Ministry of Agriculture in the Western State and agricultural training centres there, with control over research and training. Following the recommendations of a team selected by the IUC, the emphasis in science was to be placed on agricultural engineering, food science, chemical

technology, electronics and computer sciences. Links were being established, for example with Reading University in food science.

The University had an important role to play through its Faculty of Education, which offered instruction at both degree (BA and BSc) and sub-degree level. The University had recently been asked to take over an Advanced Teachers Training College.

15. UNIVERSITY OF DAR ES SALAAM. The University was only two months old, but as a university college it had been part of the University of East Africa. The change was not to be regarded as a sign of a drifting apart of the erstwhile constituent colleges but rather as one of expansion. Through the Inter-University Committee they would keep in touch and each would admit students from all three countries.

About 32% of the staff were Tanzanian and local staff development was therefore a high priority. So was the development of a Faculty of Commerce, which must produce the economists and commercial administrators to man the country's commercial enterprises under public control.

REVIEW OF AID PROGRAMMES
A. CANADA

Chairman: Mr G C Andrew

Rapporteur: Mr Jeffrey Holmes

Dr F J Chambers, Director of the Planning Division of the Canadian International Development Agency (CIDA), outlined the general nature of the relationship of the Canadian bilateral aid programme to each recipient county. The Canadian programme was a government programme which must be made available to other governments, not to subsidiaries of government of subsidiary organizations. The recipient government was basically responsible for deciding the main priorities, eg the balance between a hydro-electric project, a forestry project, a public health programme, and education. CIDA's primary belief was that priorities ought to be the responsibility of the developing country, not of Canada. It was also the responsibility of the local government to decide which part of the education sector was to benefit, where funds were to be allocated to education. Certain conditions were attached to agreements, which did not affect priorities but which did stipulate a "Canadian content" of two-thirds of all capital goods. Certain limited allowances for local costs and transportation had been introduced during a recent review of CIDA programmes.

In CIDA's experience four areas had had priority. The order varied from country to country but the four main ones were:-

a. Technical education at the secondary level (which perhaps offered the greatest "return").

b. Scientific training at the university level.

c. Business administration and public administration.

d. Specialized training connected with specific projects.

There was a heavy emphasis on the economic aspects of education in the programme.

In discussion, the following points were raised by the vice-chancellors:-

i. While it was right that the recipient country should decide, the decision was a complex one. What the minister of finance might want might not be compatible with the long-term development of universities in that country.

ii. In some cases, insistence on Canadian content imposed great strains on the recipient.

iii. The assignment of a top priority to technical education at the secondary level seemed to rule out universities in countries where middle-level education was being handled by other types of institution than a university.

iv. Greater account should desirably be taken of the capital needs of universities.

v. Insufficient facilities for the training of upper cadres in the academic staff and the urgent need for the formation of university administrative cadres were matters of concern.

In reply CIDA officials explained that when they asked for university requests to be made through the minister of finance locally, they were asking for the blessing of the national government on aid offered for such purposes. That did not mean that individual contracts had to go along the same path. Amounts allocated to individual countries were decided year by year. The availability of a supply of "good projects" helped determine how much money went to any one country. There was a very small contingency fund. Obviously, if some countries seemed to be making better use than others of the money, there might be a slight re-allocation the following year. The country was notified of the amount available, through its minister of finance.

The vice-chancellors felt that the CIDA arrangement was not as flexible as the British one and asked if an agency similar to the IUC in Britain could not be established in Canada, to handle aid to universities in developing countries. Perhaps the AUCC could act in this area.

They stressed the need for working with a Canadian agency which was aware of university problems, particularly in the quality and experience of staff needed. Through the IUC in Britain, there was an easy mechanism for checking on the qualifications and experience of personnel to be seconded.

In reply it was stated that CIDA was being re-organized to provide for the identification of manpower and physical resources which could be used for aiding universities in developing countries. The question of how aid could best be provided, either direct, or through AUCC or some other Canadian agency, would have to be worked out.

The basic position of CIDA was that bilateral aid was designed to allow Canadian content materials and Canadian equipment to be provided. CIDA hoped to do a better job of identifying Canadian resources to help overcome this problem, eg a Canadian Ford, suitably strengthened, might do the job of a British Landrover.

It was increasingly rare for CIDA to receive isolated requests for individuals for specific posts. The project approach, involving an institution, seemed to be the most popular now. For example, when a university came to an agreement with its government on a submission made to CIDA, the project was then studied by CIDA's planning division. It would be accepted, in the final stage, as a CIDA project. The project then went to CIDA operations branch, which implemented it as far as personnel were concerned. The list of staff needed was then checked against the file of Canadian professors who had applied through the years to serve. If there were no qualified personnel available, special efforts were made through contacts, including AUCC, to produce names. Then checks were made with individual universities as to whether the person was suitable.

Looking to the future, CIDA was improving its procedures, especially in the sphere of information. But, since funds were accountable, there was a limit to free-floating aid which might be offered. Most projects were set up with fairly detailed terms of reference, procedures and budget. The question was how CIDA could retain financial control but do the job better and quicker.

As far as the University of West Indies was concerned there had been a breakthrough in dealings with CIDA: The University now dealt directly with

CIDA, since it was a regional university. CIDA aid, however, involved elements of local cost and it was at that point that local governments became involved.

A Canadian delegate said that in the Canadian academic community there was no great confidence in CIDA procedures for choosing professors. There was sometimes the impression that those who applied were looking for an exotic trip. It was desirable that a mechanism should be set up; perhaps through AUCC, which would create confidence. Moreover, there was no provision for the topping up of salaries, and an enquiry was made whether CIDA could help in this direction. The need for accountability was appreciated, but there were degrees of accountability, and a more flexible approach might mean that funds were better spent.

CIDA officials observed that CIDA aid was increasingly linked to discussions with Canadian universities, especially through "twinning" arrangements where university departments took part in the planning of an exchange project over several years. The government had also provided for more flexibility by allowing CIDA to commit funds forward for four years beyond the current year. That allowed CIDA to look ahead and take part in more university-to-university agreements. Such changes would help the package approach.

Attention was drawn on a separate occasion to one approach being tried in an attempt to secure a freer flow of aid, namely that through AUPELF (Association des universités partiellement ou entièrement de langue française), using the device of FICU (Fond international de cooperation universitaire). This fund would be administered by universities themselves and would take care of such sectors as a simple exchange of staff and would include some capital for equipment grants. One body handled all the funds; there was a project review committee. Sometimes it proved difficult to settle priorities between universities but disagreement was avoided between governments and universities. The arrangement provided flexibility in that the funds were not tied; a North African university, for example, was able to use funds donated by the Canadian government to purchase equipment from Germany or Switzerland. The initial contribution of the Canadian government towards this fund (FICU) was $500,000 for a trial period of five years, with the understanding that this could be replenished.

In the case of contracts between donor agencies, such as CIDA, and universities, requests came from governments to CIDA but the policy was that, once a request had been received, universities dealt directly. For example, an arrangement regarding a school of forestry was made between Louvanium and Laval. Once the universities had worked out the agreement, it was sent to the Congolese government.

b. UNITED STATES OF AMERICA

Chairman: Dr C W de Kiewiet

Rapporteur: Dr Richard Dodson

A review of relevant technical assistance programmes of the United States Agency for International Development (AID) indicated that a substantial volume of aid had been provided during the years when most of the overseas universities represented at the meeting were being established. Since 1954, AID had provided through university contracts assistance to 63 countries. This

aid had involved 117 US universities in the contract programmes, plus 50 more involved with training and research. These university contracts have constituted nearly 12 million dollars' worth of aid over the past 12 years. For the 1968-69 academic year there were 87,000 students from developing countries studying in the US.

Support of universities in developing countries had been a major priority of AID in the 1960s. The prognosis for the 1970s was that this singular position of priority would not prevail. US aid for that decade would be more selective. AID had no hard set priorities, and by listening carefully at meetings like this one it could be helped in preparing a legacy of sound ideas for the new institutional form which US aid would take, the reference here being to the reorganisation of AID which was to take place upon the recommendations of the Peterson Commission.

AID had undertaken a more flexible contract arrangement with American universities which included a more problem-oriented approach between the US contract university and the sister university overseas. Government and university organisations alike had recognised that the US had become enriched in knowledge and awareness through the university contract programmes, and the new contract programmes were moving as far away as possible from the "donor" - "donee" relationship to a genuine two-way relationship.

AID spokesmen said that while it was not possible to predict the details of the AID reorganisation that was to take place, it was possible to speculate that it would be more flexible than the present arrangement and that the level of funding would be acceptable.

With respect to the role of overseas universities in national development, there was a hope within AID for the development of a more active and creative relationship between those universities and their governments.

The Overseas Liaison Committee was concerned that universities and donor organisations should apply their resources to the problem of unemployment and the increasing divergency of development between the traditional and modern sectors in developing countries. While the universities' concern for the appropriateness of their educational programmes and for the employment of their graduates was appreciated, an increase in the amount of unemployment for university and secondary school graduates was foreseen. In order to cope more adequately with planning for appropriate human resource development at the secondary and higher education levels there was now a concern for career lifetime tracing of leavers and graduates rather than reliance on the traditional manpower survey.

The aspect of American programmes which drew the most attention was the discontinuation of the Overseas Educational Service (OES) programme at Education and World Affairs (EWA). When the service for the recruitment and supply of Americans for the staff of universities in developing countries was terminated on August 31, there was as yet no organisation to take its place though EWA was understood to have studied various alternative proposals. Some universities were more seriously affected than others. Haile Sellassie I University, for example, appeared not to have any alternative agency to which it could refer for its recruiting of American professors which normally began in October.

It was mentioned that the universities of Nigeria were opening an office in the US to keep closer contact with Nigerians studying in that country and to recruit potential university staff members from among them. A suggestion

was made that a possibee solution for the African universities, which had been the most dependent on the OES, would be to try to find a way for the Association of African Universities to open a service office in the US. It was pointed out that a solution of this type would provide service for those universities which could not afford the expense alone or through a group like the Nigerian universities.

Representatives of private foundations in the US recalled that the position they had taken with respect to educational development overseas had always been one of providing ancillary assistance rather than being principal donors, and drew attention to the increasing preoccupation of the foundations with US domestic problems. What was made clear during the discussion was that foundations could not be a "supermarket" of assistance programmes for overseas university heads to visit whenever they needed funds for a project. After the sixties, the major foundations were more sharply defining their assistance programmes overseas.

c. UNITED KINGDOM

Chairman: Mr J B Butterworth

Subject introduced by: Professor C T Ingold

Rapporteur: Mr I C M Maxwell

Two papers entitled "Review of Inter-University Council Services" and "General note on the Manpower and Training Activities of the Inter-University Council" were circulated in advance of the discussions and copies of these are included as appendices II and III of the Conference report.

The council was at the beginning of a new phase in its history, with increased independence and resources, and was anxious to ensure that its response to the needs of overseas universities was both realistic and flexible. Needs could change dramatically, even over the space of two years, as the varying emphases of the Malta and Ottawa Conferences showed, and regular consultation with overseas vice-chancellors was therefore essential. The Council would welcome comments on existing programmes and suggestions for new areas of co-operation. It was thought, for example, that the demand for staff recruitment at the junior and middle levels might be less important in the next decade, that increasing support might be required for research co-operation and local staff training and that the development of cross-contacts among overseas universities might call for encouragement.

The general approach of the Council in its support of overseas universities and the enhancement of its responsibilities in relation to United Kingdom Government aid were commended. Overseas universities were encouraged by the Ministry of Overseas Development representatives to make their requests for United Kingdom assistance, both financial and academic, to the Inter-University Council in the first place. Although major capital assistance was recognised as a major government-to-government issue, it was pointed out that the agreement between the Ministry and the Council governing the Council's new status contained the following clause:-

> "The Ministry will look to the Council for advice and, where appropriate, for assistance over the whole field of financial and technical aid to the universities associated with it. It will be open to the Council to identify and recommend projects which involve capital aid and to make proposals for their administration".

The discussions underlined the diversity of needs in the various universities, the changing pattern of requirements in the continual process of transition and development, the importance of a special degree of flexibility in some fields such as medicine and the advantage to be derived from a forward allocation of resources enabling individual universities to plan systematically well in advance.

Comments on particular areas of co-operation included the following:-

1. POSTGRADUATE TRAINING

   While opportunities under the Commonwealth Scholarship Scheme had proved helpful for certain universities, eg for Hong Kong for its Medical Faculty, full use was not yet being made of the special "work-related" awards. Clearer documentation was desirable and, if possible, some means whereby universities could organise their staff development programmes with more assured prospects of support. In many universities, however, the real need now was for the development of postgraduate training on the spot and this was dependent on the receipt of additional capital resources for research equipment, library books, etc.

2. EXPATRIATE STAFF RECRUITMENT

   Major needs now were for senior experienced staff who could supervise research programmes. The "home-base" scheme should be directed towards ensuring that such staff were released while the "home-base" appointees filled the consequential vacancies in the UK universities until they had sufficient experience to fulfil a more responsible role overseas.

3. ADMINISTRATIVE STAFF TRAINING

   The University of Khartoum advocated the institution of a diploma course in university administration, perhaps located in a university in Africa.

Overseas vice-chancellors undertook to give further consideration to the two papers presented and to send their written comments thereon to the Council which would arrange for a summary of the comments received to be circulated to vice-chancellors. The reliess would be invaluable to the Council's Manpower and Training Committee and Research Committee in determining their future activities.

d. OTHER PROGRAMMES

a. INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

Chairman: Dr C W de Kiewiet

Rapporteur: Dr Richard Dodson

The World Bank's position on assistance to universities has been to consider them in the context of the development needs of a whole country. The IBRD had, however, "opened a window" to liberalize policy in this respect towards universities. Examples were given of where it had made loans for engineering education at the University of Zambia and for agriculture at the University

in Kenya, both loans being guaranteed by the respective governments. Other loans of this type were being considered.

The IBRD was an economic development institution, and assistance to education was made in this context, often to produce trained manpower. Some of the programmes might not involve immediate job training, but they were mainly employment oriented.

Aid to universities could be part of an overall "package" of items in a project. These projects were usually in the amount of two or three million US dollars or more.

IBRD policy had broken away from a priori designated areas of activity. It was now doing more "broad sector" studies prior to the development of projects. Within the context of loan discussion, where loans were made to governments of with government guarantee, the IBRD could still talk with educators in its studies and project development.

Although the World Bank was mainly a capital assistance agency (only 3% of its loans were for technical assistance), it did line up parallel to technical assistance in its loans to permit more financing of technical assistance.

b. WESTERN EUROPEAN PROGRAMMES

Chairman: Professor L K H Goma

Rapporteur: Professor E A Boateng

The German Academic Exchange Service was an arganisation of and for German Universities; its constituent members were the German Universities participating in the Rectors' Conference, but its budget was derived in the main from government sources.

Major activities included exchange programmes for university teachers, the award of scholarships tenable in Germany, the recruitment of German academic staff to overseas universities and more recently the provision of scholarships for study in African universities. It was hoped that these last-mentioned scholarships could be broadened to cover postgraduate study and the possibility of their extension to third-country training would be considered. The Service was particularly interested in assistance for higher education in developing countries and regarded university partnersiips as a most important way of providing such assistance.

The Netherlands Universities Foundation for International Co-operation (NUFFIC) was in effect both a Foundation and a University-run association. In order to attract foreign students who did not have a knowledge of Dutch, it had been found necessary to set up special institutes at which English and French were the media of instruction. Scholarship funds were available for foreigners to study in the Netherlands, and various institutes in the Netherlands had developed links with universities in developing countries.

The Dutch Government had a programme which provided scholarships and fellowships for students from developing countries to study in their own countries.

Another programme had been set up to be administered by NUFFIC to enable universities and other scientific institutions in the Netherlands to establish partnerships with universities on developing countries and to

organise research projects aiming at results that would particularly benefit development.

e. GENERAL

Chairman: Professor L K H Goma

Rapporteur: Professor E A Boateng

The need for greater flexibility in the operation of scholarship awards for graduate study was emphasised. In this connection it was noted that a Conference on Commonwealth Education was due to be held in February 1971 in Canberra and that scholarship programmes were likely to be discussed. Governments would now be considering the present range of scholarships and the possible development of additional programmes, and it was important, therefore, for the kind of views expressed at this Conference to be made available in good time to governments. As several of those present at this meeting might not be members of the delegations attending that Conference, it was important to have as full a discussion as possible at this stage.

The United Kingdom Government for its part would welcome the reaction of Commonwealth Universities through the Inter-University Council and a similar view was expressed by the Secretary-General designate of the Association of Commonwealth Universities.

It was understood that in preparation for the Conference at Canberra some discussion had already taken place on this subject and it was possible that at the Conference proposals would emerge for instituting a study in depth of the Commonwealth Scholarship Plan.

It was observed that the Commonwealth Scholarship Plan had been found by many Vice-Chancellors not be be a very reliable means of training their academic staff owing to competition from governments which wanted the awards for their own candidates for the public service. A desirable arrangement, therefore, might be to separate awards meant for universities from those meant for governments.

Attention was drawn to the need for scholarship schemes for third-country participation so as to cover cases where the particular country offering the awards might not be the best place for the successful candidates to pursue their particular studies. In agriculture, for example, students might well find value in going from Africa to India or Trinidad instead of the United Kingdom or America.

Reference was alsc made to the "brain drain" from developing countries to the United States and to the part played in this process by scholarship awards tenable there. The danger was most severe where students were away from home for long periods and consequently undergraduate students tended to be the most vulnerable. To arrest the trend, therefore, the policy of AID in awarding scholarships was to concentrate on graduate awards and awards for specialised studies in the United States while supporting scholarships for first degrees and for non-degree training in the African universities themselves.

Further consideration was given to the dissolution of the Overseas Educational Service (OES) in New York. The concern voiced by Vice-Chancellors had impressed the Overseas Liasion Committee representatives present who had

concluded that they should assist those trying to resolve the problem. They would like to see if they could devise a model arrangement for presentation to the various interested parties in the United States for possible adoption in the place of OES. In this connection they would consider the possibility of co-operating with the Association of African Universities in the establishment of a platform or base in the United States for purposes of recruitment, thus enabling the various institutions and associations in Africa which required American personnel to play a more direct role and to exercise greater initiative in the recruitment or staff for service in Africa. On behalf of AID confidence was expressed that a solution would be found. The importance of adequate resources being provided to "top-up" salaries for American staff was reiterated.

The Conference provided a welcome opportunity for stocktaking and for the exchange of information on common problems. It was also a useful opportunity; to examine aid policies and the machinery for their operation, and in this respect some doubt was expressed as to how effective the Conference would be in ensuring that the various aid-granting bodies recognised the need for reviewing their procedures in such a manner as to maximise the benefits of their programmes for the overseas universities. In the United Kingdom the universities evidently enjoyed a special relationship with the Government in the matter of overseas aid, they were involved as a channel of aid and the operation allowed flexibility. On the other hand in Canada the universities were not as directly involved as they might be and it was to be hoped that in; future the Association of Universities and Colleges of Canada would be more closely involved in the operation of its country's aid programme.

REGIONAL CO-OPERATION

Chairman: Dr O R Marshall

Rapporteur: Rev Canon H A E Sawyerr

There was an increasing number of inter-university associations on a regional basis. The Association of South-East Asian Institutions of Higher Learning included universities from seven countries with a total population of 180 million - Thailand, Indonesia, Malaysia, Hong Kong, Singapore, S Vietnam and the Philippines. Burma might be included also in due course. Its permanent secretariat was in Bangkok. The organisation was academic and non-governmental and had sprung from a sense of isolation in the universities. As yet the Association's impact had been limited, but it was striving to create opportunities for staff members to share in the benefits of improved contacts with other universities, for example by encouraging the formation of learned socicties for the region and the exchange of staff and students. Moreover, its efforts in founding an Asian Workshop on Higher Education had attracted attention as far afield as India, Japan and Australia.

The Association of African Universities, founded in 1968, hoped that through mutual co-operation it could accelerate resource development and help preserve African culture and unity as well as assist universities in their work of teaching and research. So far it had enabled universities to become more confident of one another, had established useful contacts with international organisations, had involved African governments in its work and was running the important inter-Africa scholarship programme through which, with support from the United States, the United Kingdom and, shortly, Canada, 525 students were benefitting this year. Other on-going programmes included the exchange of information and the West African Games, and a study on the equivalence of degrees was being contemplated; but limited resources, coupled with language and travel barriers, affected progress. Representatives of University institutions in East Africa had held an initial meeting in Addis Ababa and had discussed lines of co-operation.

The Association of Caribbean Universities covered nearly 25 institutions from Colombia to Florida. Its activities included the accumulation of West Indian library material, the completion of a register of consultants within the area, and the creation of task forces reviewing the teaching of social sciences, medicine with special reference to community health, and teacher training within the area. The Association of Arab Universities covered 20 universities in 12 countries, half of them in Africa.

Regional co-operation was also taking place in individual fields of study. For example, the Association for Teacher Education in Africa had been working very successfully for several years, with two regional councils in East and West Africa. Activities included conferences, staff exchange with Teachers' College Columbia and the Institute of Education in London, and the sponsorship of research into the demand and supply of secondary school teachers in various African countries. The Association of Medical Schools of Africa was also playing an important role, for example in the exchange of teachers, the creation of journals, curriculum development and joint operational research programmes. There was also an Association of African Law Teachers.

Individual universities also were fulfilling regional roles. The University of the South Pacific was serving countries spread over a vast ocean region and in addition was developing contacts with other universities in countries with Pacific involvements. There were staff and student exchanges with the

University of Papua and New Guinea, extensive help from universities, student associations and private organisations in New Zealand and Australia, the possibility of co-operation with the University of Hawaii and hopefully Canadian west coast universities. The University of Botswana, Losotho and Swaziland was a unitary university serving three countries separated from each other by the Republic of South Africa. Though Guyana withdrew from regional support of the University of the West Indies, there was a continuing link with that University in engineering, medicine, agriculture and law and the University of Guyana hoped for increased co-operation with it in research and in staff and student exchange. The University, moreover, held a unique position bridging Latin America and the Caribbean, and in furtherance of this was developing contacts with a university in Brazil. The University of East Africa had, of course, been a university with regional responsibilities, and though it was recently dissolved, the three new universities which succeeded it would maintain close contacts through the inter-university committee with headquarters in Kampala and would retain some regional character through their staff and student bodies and, hopefully, Council membership.

The experience so far gained of regional co-operation led to an awareness of four major features which should be cultivated:

1. The dissemination of information, thus climinating or at least reducing isolation and creating an atmosphere in which problems such as the equivalence of degrees could be more readily overcome.

2. The provision of third-country scholarships.

3. Joint research.

4. Conferences and seminars for staff within one or more regions.

The importance was emphasised of providing opportunities for teaching staff at middle levels to participate instead of confining regional contacts to heads of universities and selected senior personnel.

Regional activities, however, were dependent on adequate financial support both from governments within the region and from external agencies and foundations. In this connection mention was made of the endowment fund established by the Association of African Universities to which all the governments concerned had been invited to contribute, of the help given by foreign government agencies to the Inter-Africa Scholarship programme, and of the support of the Carnegie Corporation New York for teacher education in Africa. Nevertheless additional resources were required for scholarships, staff exchanges, joint research schemes and seminars. Help could usefully be given also by arranging for visitors from the United Kingdom or elsewhere to one university to extend their visits to include other universities in the region or to stay longer to participate in area conferences or seminars.

Support for regional groups might well be considered as a suitable subject for a future conference in this series.

UNIVERSITY ORGANISATION AND ADMINISTRATION

Chairman:- Dr A Kwapong

Subject introduced by:- Dr H A Oluwasanmi

Rapporteur:- Professor E J Borg Costanzi

The test of the efficiency of the organisation and administration of a University lay in its effectiveness in the use of its resources for teaching, research and development; in its responsiveness to the various needs of those it served - students, staff and the public in general- and its ability to maintain its identity and integrity in the face of different pressures.

Three aspects of organisation and administration called for consideration:-

i. the legal and constitutional framework within which the university had to function;

ii. its planning, both academic and physical;

iii. the "municipal" services that the university had to provide.

In their constitutions most of the new universities in Africa had adopted the British pattern. However, certain conventions implicit in Britain simply did not exist in those universities and there was a vast difference in the ways in which similar structures operated under differing local conditions. It was therefore important to establish how far such conventions should explicitly be written into the legal constitution.

Physical and financial planning, eg how to present a budget and how to relate admissions policy to physical facilities were important matters. It was suggested that a "planning and development unit" which should include an architect, an engineer and a statistician, would be useful in the "university", especially in circumstances where, as resources become scarcer, it was necessary to make greater use of existing buildings and to plan more tightly when considering new buildings, or where recurrent grants for universities were established by national university commissions on a per capita rate which was unrealistic, and where universities otherwise had no means of more accurately assessing actual needs.

All too often the newer universities had to provide services which in developed countries existed as part of the municipal services and which universities there did not therefore have to worry about. For example, residences with the necessary services had to be provided and maintained overseas not only for students but also for a proportion of the staff, both senior and junior, Transport had then to be laid on for students and workers who did not live on the campus. These services cost money, but, more important still, they took a considerable effort to organise. It was a question therefore whether they should not be hived off to a private body, especially as in many cases the university administration might be poorly staffed and the resources might simply not be adequate for the efficient running of the university.

In discussion it was suggested that the British or some other metropolitan system had too often been adopted without any adaptation. The administration of a university should and must take into account a wide spectrum of social patterns of the people among whom it existed and the effort must be made to

develop a "truly African" university. In the Sudan recently the university act had been changed, giving government more control over the university than it had before, but, even so, the new law seemed to be working better. In Nigeria the pattern of administration followed that in Britain. There were certain problem areas in which the experience of the Nigerian universities might be of relevance to others, eg the dichotomy between administrative and academic staff, the lack of innovation in the administrative structure compared with the dynamical attitudes in academic planning; and lack of co-ordination when the attempt was made to decentralise administration.

As an example of the inevitability of change from an original pattern, Vice-Chancellors in East Africa were now appointed by the Chancellors from outside the stream of academic life.

Other examples of variations from the usual pattern were given. Nanyang University had a Vice-Chancellor but no Chancellor; planning was done through a Development Committee of Council and the Establishment Commission of Council appointed the staff while the Vice-Chancellor appointed the Deans and Heads of Departments. The Council itself consisted of lay and academic members meeting only once a year. The University worked in semestors; it used the credit system but also had external examiners. Cuttington College was a private college and the Board of Trustee was now self-perpetuating. The President was forced to spend a considerable amount of his time seeking finance and because of this there was a Dean of Administration to free the President from day-to-day affairs.

In summary, no one organisational system was likely to produce a solution for all universities. It was up to each university, while retaining its own identity, purpose and function, to study the advantages of different systems and to adopt what it considered best suited to its own particular social circumstances.

Other organisational problems which universities were facing included the growing demand for democratization and the resultant increase in the number of those spending time in university committees; the involvement of the student body in decision making; the changing roles of the principal officers (including those holding honorary appointments) and boards; the need for administrative staff training; "hiring and firing" which, in one institution at least, evidently presented difficulties by reason of outside pressure in relation to the termination of local staff appointments; and the conservatism of junior staff where, for example, a university was being organised in schools in contrast to the departmental system operated in the universities in which the staff were trained.

In relation to planning it was mentioned from Canadian experience that the present tendency was to move away from the traditional idea of preparing a master plan for the buildings and to think instead in terms of academic planning and the physical response to such planning. In a planning team the academic planner should be the dominant figure. From Haile Sellassie I University the view was endorsed that planning should be carried out by first looking at the academic development (in which both senior and junior staff should be involved) and them the implications of this on the physical and financial side. In the United Kingdom considerable work was being done on planning by the Committee of Vice-Chancellors and Principals in concert with the University Grants Committee.

As far as administrative staff training was concerned, the suggestion was made that this might be organised as a co-operative venture of universities

in two or three countries, as such an arrangement would enable a comparative study to be made of different forms of organisation. Reference was made to the Trust for Education in Developing Countries which, operating from the IUC address, existed quickly and flexibly to help universities solve their administrative problems. The experts available under the auspices of the Trust were not exclusively British. The availability of help from Canada for administrative staff training was also indicated and it was suggested that it might be possible to approach such foundations as Ford or Leverhulme for help in undertaking administrative or organisational studies.

CONCLUSION

Two proposals for the venue of the next Conference had been received. The suggested locations were (i) Hong Kong probably in April 1972, or (ii) Ibadan either in August or September 1971 (before or after a Conference being arranged by the Association of Commonwealth Universities in Ghana) or in April 1972. In the former case distance might militate against a good attendance; in the latter, a conference in August 1971 might be too soon and there were doubts whether a sequence of two conferences was advisable even though this would reduce travel costs. The possibility of a special visit to Nigeria as a supplementary arrangement for a group of vice-chancellors after the Ghana conference to show interest in the Nigerian higher educational scene might be a possible variation.

The intention of meeting at an interval of about eighteen months and of holding the next conference in a developing country overseas was endorsed. It was further suggested that conferences should be held in different geographical areas overseas in rotation. Some Vice-Chancellors foresaw difficulty in financing two separate visits to West Africa within a space of six months, but no adverse comments were received in relation to the long distances many would have to travel if the conference took place in Hong Kong.

The following steering committee was appointed for the next conference and the decision on the location was delegated to it:-

Mr B J Butterworth (Inter-University Council, Chairman)

Dr Li Choh Ming (Chinese University of Hong Kong)

Dr T A Lambo (University of Ibadan)

Dr O R Marshall (University of the West Indies)

Dr G Andrew, or, after his retirement, an alternative representative from the Association of Universities and Colleges of Canada.

Dr C W de Kiewiet (Overseas Liaison Committee).

The deep gratitude of the conference was expressed to the Rt Hon Lester Pearson, the Association of Universities and Colleges of Canada, the Canadian International Development Agency and the Carnegie Corporation of New York.

The Conference closed with an expression of sympathy from Dr S T Matturi to Professor R Craig (Principal, University College of Rhodesia) and Mr V C Ike (Chairman of the Planning and Management Committee of the University of Nigeria) in the difficult situations in which they were placed.

Appendix I

NOTES OF SPEECH BY THE RIGHT HONOURABLE L B PEARSON TO OVERSEAS VICE-CHANCELLORS OTTAWA, 8 SEPTEMBER 1970

The crisis in aid is due to our inability to carry out the concept of partnership in aid. We simplify our terms and our concepts in order to make things easy. Aid (a misleading word unless you have the word "mutual" in front of it) for development is sometimes seen exclusively as transferring resources from one government to another- This is a good example of our inadequate terminology. Because of this over-simplification, whether or not you attain your aim depends sometimes on the skill of your statisticians. Official transfers last year amounted to approximately seven billion dollars but the benefits returning to the donor countries reduced this to about four or five billion dollars. It is significant that the increase in gross national product for donor countries was one hundred and forty billion dollars last year. The increase in spending on armaments was one hundred and ninety billion dollars. So transfers for assistance are limited not by our resources but by our will. The will to provide aid is weakening in certain industrially-developed countries.

A review of developments over the past fifteen to twenty years is encouraging in many ways but now, just as we are learning from experience on both sides, how to handle aid - and just as werare able to do more and have the knowledge of how to do it much more effectively over the next ten years - it is depressing to see this crisis in attitudes. The change in attitudes affects the United States in particular. Of the fifty billion dollars transferred over the last 2 decades, a little more than half has come from the United States. If the United States pulls out, it is not going to be easy for other countries to make up the difference.

There are other factors which account for the crisis in attitudes. There is a sense of frustration and impatience in the developing countries and there is also pride involved when transfers look like charity. There are too great expectations in developing countries. In the earlier days, there was a feeling that independence would be followed automatically by prosperity. When it was discovered that freedom did not mean the millenium, disillusion followed. There is also an unwillingness to make the political and social domestic changes which would make aid more effective; and, even more important, the countries's own plans for economic development.

These remarks also apply to the other side of the equation. There is strong opposition to current aid plans and policies by many radical internationalists, especially in the academic community. There is a feeling that aid too often helps to perpetuate the wrong kind of status quo. There is a feeling, although this is exaggerated, that aid can lead to a new kind of imperialism. There is an insistence on the need for social revolution before economic development to ensure a better life for the masses. There is also criticism in North America coming from "the capitalist right" whose attitude is that we should leave things to economic forces; the government should stay out and private investment will be all that is required.

There is also a weakening of the feeling of moral obligation that those who are economically strong should help those who are economically weak. This has not been replaced by the realization that it is in our own long-term interests to stop the widening of the income gap between rich and poor countries.

Against these somewhat negative attitudes can be set some positive changes in thinking. There has been a healthy reaction against the idea that economic growth, rather than social progress, is the measure of development. There is a realization that more production can mean more privilege: more income can mean more injustice.

We must try to close the gap between rich and poor but it can be misleading to compare the per capita gross national products of developed and developing countries. The injection of modern technology and financial resources, however large, may not lead to desirable change, or constructive growth. There is a danger of developing countries copying the wrong kind of westernism. It is naive to think that modern technology and science injected in large amounts into old traditional, non-industrial societies will quickly bring about equality in economic development - or indeed even the right kind of such development.

It has to be accepted that equality of economic development, even if a valid concept, is impossible to achieve. We could not do so unless western countries completely halted their own economic growth. This might have disastrous results for the world economic environment, quite apart from national social and economic consequences. So we will have to modify our apocalyptic visions of closing all the gaps.

Indeed, industrial development over all the world at a European or North American rate would bring about a conflict between population and resources which could destroy the world. By 2,000 AD the world population will be at least five billions. If that population enjoyed today's US national standard of material living, there would be 2,400 million motor cars on the streets and roads! But we have to continue looking for the best ways to co-operate to reduce disparities in living conditions.

EDUCATION AND DEVELOPMENT

Fifty years ago, H G Wells said that human history is increasingly a race between education and catastrophe. We must ask ourselves, fifty years later: How goes the race?

There are questions which remain: Education for whom? For what? And what kind? In international co-operation for development in the decade ahead, we need to find how we can assist the right kind of educational development.

In newly-dependent developing countries, the first rush to get every child into school was certainly noble in purpose but also often negative in its results. The methods used were often wrong. There was a weak or no foundation on which to build. Old colonial patterns were copied which became increasingly inappropriate. There were not enough funds and too many other claims on what existed. Poverty was a major obstacle to educational progress. More time for planning was needed to bring about the right kind of educational development - but impatience and idealism insisted on quick results. Gradualness may be inevitable but it was frustrating and often impossible. Instant change was demanded.

The value of change, however - whether it is positive and creative, or negative and merely destructive - depends to a great extent on the kind of education that buttresses the society in which the change occurs; whether it is relevant to the conditions which have made the change desirable and necessary; and whether, if the basis of the educational process is sound, it gets the support and resources needed; is given a sufficiently high priority by government.

The capacity of developing societies to absorb change is bound to be a problem. This makes it all the more important that there should be careful planning for the right kind of education; that its goal should be to foster not only economic growth but also social justice. It should facilitate adaptability. H Myint writes:

> "It is now increasingly realised that a large injection of capital into an under-developed country will not necessarily start a satisfactory development process, unless that country already possesses a suitable institutional and productive framework and the necessary skills to absorb capital and use it in a productive manner. Thus now the emphasis has shifted from investment in material capital to investment in human capital and from the mobilisation of the brawn-power to the brain-power of the developing countries".

Education should also reflect the fact that, for sound development, human capital is more important than material capital. The wrong use of material capital can be corrected and bad results scrapped and replaced. But this is not the case with human capital. The graduates are there, with the skills and ambitions they have developed. They cannot merely be set aside when they cannot find a suitable acceptance of their degrees in terms of work and careers. So we have white collar unemployment with disillusionment leading to despair and unrest; with a growing number of BA's as "alienated educated unemployed readily recruited for demagogic Messianic agitation"!!

If I have emphasized the difficulties facing international co-operation for development, this does not mean that I do not realise the importance of removing them or of the need for a new strategy and a new resolve for that purpose.

This strategy must be based, in the long run, on the necessity of establishing a genuine international community; which, after all, is our only ultimate hope not only for the balanced development of all peoples but for peace and security.

Appendix II

REVIEW OF IUC SERVICES

1. INTRODUCTION

With a new constitution emphasising its independence and with the prospect of grant-in-aid financing from April 1971, the IUC is reassessing its activities in support of the development of higher education overseas and wishes to take this opportunity of consulting overseas vice-chancellors about its future role. It is hoped to discuss this subject in relation to the needs of each individual university during a series of overseas visits during the coming year, but it is felt that there would be value in a discussion of a more general nature at this conference.

The services which the IUC has been providing are, in summary

i. local staff training

ii. staff recruitment

iii. the development and support of inter-faculty or inter-departmental links

iv. visits of consultants and examiners from the UK

v. library services

vi. general consultation (including the arrangement of periodical conferences)

The extent to which these various services are used by overseas universities depends on their own particular needs, but they remain available to all if required, subject to certain limitations in respect of non-Commonwealth countries.

While, however, the IUC is anxious that its services should be widely available for use as required by overseas universities, it is anxious to ensure

a. that the service available are the right ones;

b. that if there are aspects of its programmes which are superfluous or of doubtful value changes are made to ensure that the most effective use is made of the financial and manpower resources available;

c. that new areas for co-operative effort are investigated (some suggestions are raised in paragraph 7 below).

2. LOCAL STAFF TRAINING

a. ACADEMIC STAFF. Needs at 3 levels have been identified for assistance, (i) and (ii) being met through the resources of the Commonwealth Scholarship Plan:-

i. The training of graduates for junior academic appointments, the training desirably to include some initiation into teaching methods (Commonwealth Academic Staff Scholarships).

ii. The provision of opportunities for young staff members after their Ph.D to undergo further training abroad of a nature related to their academic appointments (Commonwealth Academic Staff Fellowships).

iii. The provision of opportunities for lecturers of several years' standing to broaden their experience in preparation for the assumption of professorial duties. (Senior IUC Fellowships).

b. ADMINISTRATIVE STAFF. The IUC has recently introduced arrangements for helping in the training of administrative staff, the main features of which are as follows:-

i. Short visits by senior British University administrators which may be requested by associated universities to help them in the general field of administration or in special areas such as, for example, data processing, manpower planning or forecasting accommodation needs.

ii. Help in running short courses of training overseas, possibly for a group of universities, on some particular aspect of administration, for example, the mechanisation of accounting systems.

iii. Co-operation in study conferences held overseas possibly by the provision of speakers on specialised topics.

iv. Travel awards to enable senior locally-born administrators from associated universities to gain additional experience or to study some particular process in the United Kingdom.

c. TECHNICIAN STAFF. Substantial demands are being made on the IUC technician training scheme which provides for locally-born technicians of some experience to undergo further training either for a recognised qualification or in some specialised techniques.

Attention is also being given experimentally by the IUC to the running of short, intensive technician-training courses in overseas universities.

d. LIBRARY STAFF. The IUC has been examining needs in this area and will shortly introduce new arrangements of which the following are the main features:-

i. The encouragement and support of links between library schools in the associated universities and schools in the United Kingdom.

ii. The provision of such assistance as may be requested in the review of the syllabuses of overseas library schools.

iii. Discussion with associated universities of the possibility of existing library training facilities being extended on a regional basis to universities to which they are not at present available, provided the necessary financial and staff support could be found.

iv. Study tours and attendance at refresher courses in the United Kingdom for senior librarians serving with associated universities.

v. Travel grants to enable graduates of overseas library schools to gain additional experience in library employment in the United Kingdom.

vi. Training for library staff in special techniques.

The IUC would welcome comments from vice-chancellors and principals on

a. the extent to which the above schemes are likely to meet the major needs;

b. the effectiveness of the present arrangements for nomination for Commonwealth Academic Staff Fellowships and Scholarships;

c. the value they attach to short courses for junior or prospective staff on teaching methods etc as an introduction to university teaching;

d. the importance they attach to postgraduate training for Ph.D in UK or other countries in contrast to the development of local postgraduate opportunities.

e. the proposed new programmes for library and administrative staff training.

3. STAFF RECRUITMENT

The extent to which IUC help is being sought in staff recruitment still remains substantial, though some universities are, the IUC is glad to note, increasingly able to fill vacancies with well-qualified locally-born staff, whether recruited locally or in the UK or elsewhere. No doubt the amount of help required varies among universities but the IUC wonders whether some of the efforts it is called upon to make in this respect represent the most economic use of its resources. For example

i. is it possible for overseas universities to determine more often whether a post can be filled locally before IUC participation is sought?

ii. are there means other than advertisement in the UK of trying to ensure that local citizens overseas in the UK are not overlooked for relevant vacancies?

iii. can the extent to which the IUC is asked to help in possible promotion cases be reduced?

Various devices are in operation to try to improve the supply and quality of expatriate staff, notably (a) topping-up through the British Expatriates Supplementation Scheme, (b) "Vista" - (Visiting Scientists Teaching Abroad), and (c) various "home-base" arrangements. Comments would be welcome on the effectiveness and value as seen from overseas of these schemes and on the most useful areas of concentration etc.

The Study and Serve Scheme, under which young British graduates spend a period working and studying abroad, is under review. Is there a continuing need for the help of such persons and, if so, what is the best way of using their services?

4. INTER-FACULTY OR INTER-DEPARTMENTAL LINKS

Numerous links are now in operation, supported financially to varying extents by the IUC. Some are comprehensive, others are limited in scale and objective; some appear relatively inactive while others appear lively and make increasing demands on IUC resources.

Comments are invited from vice-chancellors on the value their universities have derived from links and on particular features of advantage of difficulty which have arisen.

It has been suggested that there may be a fruitful field of co-operation in joint research programmes which could be developed under link arrangements. What needs and prospects do vice-chancellors see in this sphere of activity?

5. VISITS

It has been the practice to allocate a number of visits each financial year to Commonwealth universities for consultants or external examiners of their choice and to notify these universities well in advance of the number of such visits for which they may submit nominations. Comments on this programme and its method of operation are invited.

6. LIBRARY SERVICES

The IUC contemplates a revision of the arrangements it has hitherto operated for the supply of microfilms and photostats required by staff members, since alternative facilities now exist. The IUC will, however, continue to help in cases of difficulty. The Library Adviser's help will also still be available in respect of gifts of books, journals etc, and library matters generally. Apart from this, there will be the new programme on library staff training referred to in paragraph 2d. above.

7. NEW AREAS OF ACTIVITY AND SUPPORT

RESEARCH. At the last conference in Malta (April 1969) the possibility was raised of the IUC introducing a scheme for the compilation of statistical data relevant to the development of overseas universities, their elementary analysis and their printing and distribution to overseas universities associated associated with the IUC. The Conference recognised the importance of statistical data for educational planning and expressed a general interest in the proposal, but foresaw certain problems and difficulties. The IUC Research Committee has considered the matter in the light of the comments made at the Conference, and, bearing in mind that much valuable data may not exist in some universities in a readily accessible form and that to extract it might be an onerous task when university administrations are already so busily involved with normal duties and future planning, wonders what priority overseas vice-chancellors attach to the creation of a statistical compilation service and whether sponsorshop by the IUC, in co-operation with overseas universities, of research into some critical problems affecting university development and planning might not be of greater long-term value.

Possible areas in which particular research subjects might be contemplated are:-

1. THE UNIVERSITY AND SOCIETY - how a university reacts to, and acts upon, its social, political, economic, educational and cultural environment

2. UNIVERSITY ORGANISATION - cost effectiveness, building usage etc.

3. ACADEMIC DEVELOPMENT - teaching methods, use of mechanical media, curriculum developments, problems of staffing, student progress.

Within these general areas the following subjects might, for example, be of interest to overseas universities and agencies at home and would involve a variety of disciplines:

a. Problems of student admission - not only educational selection but the need to preserve a balance of opportunities for different areas and races.

b. The relevance of courses pursued to subsequent graduate employment.

c. A comparative study of the roles of different universities as forums of expression.

d. The responsibilities of University and Government for research.

e. Student elitism - student attitudes, the value of "work years" etc.

f. A comparative study of adult education patterns.

g. Improvement of overseas graduate training provision and methods.

Any subject selected and methods of pursuing the study would, of course, have to be discussed in detail with co-operating universities and would, it is hoped, involve local personnel.

REGIONAL AND INTER-COMMONWEALTH EXCHANGES. The IUC has the impression that, while facilities exist, though perhaps insufficient in quantity, for staff and students to visit the UK, USA etc, there is limited opportunity for them to visit universities in other developing countries. Through the Association of African Universities some UK help has been given to enable students to pursue oourses in other African universities.

Comments would be welcomed from overseas vice-chancellors on the need for facilitating contacts and exchanges for post-graduate students and staff not only between different universities in Africa but also between wider geographical areas eg West Indies/West Africa: Mauritius/East Africa.

September 1970

I C M Maxwell
Secretary

Appendix III

GENERAL NOTE ON MANPOWER AND TRAINING ACTIVITIES OF THE INTER-UNIVERSITY COUNCIL

By Professor C T Ingold

The IUC established a Manpower and Training Committee in March 1968 to advise the Council through its Executive Committee on the training and manpower aspects of the Council's work. The schemes in operation are set out in the recent glossy pamphlet "Partnership for Development" and are also epitomised for the Ottawa Conference in a comprehensive paper prepared by Mr Maxwell. As Chairman of the Manpower and Training Committee I am presenting this additional paper to stimulate informal discussion at Ottawa with a view to identifying the problems to which my Committee might give special attention.

1. MANPOWER

a. GENERAL RECRUITMENT

Direct recruitment, involving the advertisement of posts, interviewing candidates in the UK and assessing the papers of people not personally available, still remains a major activity of the IUC's office. However, it is envisaged that work of this kind will progressively decrease in this new decade. It seems to us that the overseas universities will increasingly want from the British universities senior men (at around the senior lecturer level) on secondments of one or two years' duration, and also still more senior academics on much shorter visits to give specialised lectures and advanced seminars. We recognise, however, that what the overseas university will want is likely to depend on its stage of evolution.

b. LINKS

The concept of the "link" has been valuable in developing mutual interest and help between an overseas department and its opposite number in a British university, links being essentially at the "departmental" rather than at the "University" level. Links tend to arise naturally and there is no set pattern, versatility and adaptability being the keynotes. Some are very comprehensive whilst others are restricted, often involving only a single subject. However, once a link (however informal) is clearly recognised, IUC can assist, for example, by supporting exchanges of staff and post-graduates for joint teaching and research programmes and by arranging a variety of training arrangements.

c. THE HOME-BASE SCHEME

To make it easier for a department in a British university to spare staff for overseas work the "home-base scheme" was introduced. This involves allocating to a UK department a post over and above its establishment, with the proviso that this increase should be balanced by the secondment of a member of staff (or a succession of members) to an overseas department - this scheme has been broadly successful, over 80 such posts being now established, 14 of which have been organised in connection with links. The Manpower Committee, however, intends to review this scheme during 1970-71 and any comments on it from overseas would be welcome.

"Technical assistance Lectureship in Medicine" provide a variant of the home-base scheme. A pool of experienced British workers has been created in London, Liverpool and Edinburgh able to undertake various overseas

assignments in the medical field. There has, however, been difficulty in sending the right man, to the right place at the right time. We, therefore, have doubts about how effective is this scheme and it is under review.

d. SPECIAL COMMONWEALTH AWARDS

From time to time an overseas university may like to have the help of a distinguished British academic to do an important job for a period of several years. To meet this kind of situation substantial "special commonwealth awards", in rather limited number, are available to support service of not less than 2 years' duration. Examples of holders of these awards may illustrate their nature. Professor H Scarborough (Welsh National School of Medicine) received an award on becoming Professor of Medicine at Ahmadu Bello University and Dr M Vahman (Reader in Industrial Chemistry at the City University) on his appointment as Professor of Chemistry at Dar. Again, when Sir James Cook FRS (formerly Vice-Chancellor of Exeter) became the Vice-Chancellor of the University of East Africa, he was supported by an award of this nature.

e. THE STUDY AND SERVE OVERSEAS SCHEME

The Study and Serve Scheme was introduced to provide young British graduates with experience of universities in developing countries by allowing them the opportunity of a period of overseas study followed by a period of service. Further, there was the feeling that those who had had this experience might later in life be attracted to renewed and more effective overseas service. Some universities have found this scheme useful; others are doubtful about its value. The Manpower Committee is looking critically at the scheme particularly as a considerable sum has been devoted annually to it, and it may be that some of the money involved might be better spent in other ways in the interests of higher education overseas. The contribution of the young man in the university situation overseas is rather limited. We believe that it is the experienced worker, with real standing in his home university, who is most required. However, the young graduate from Britain may sometimes have a contribution to make. Some thought has been given to a possible variant of the scheme, valuable essentially on the science side, which would bring young graduates to overseas universities as research demonstrators for a year or two. This type of man, so important in the teaching situation in the UK particularly in practical classes, is sometimes rather rare in overseas laboratories, since the local graduates tend to be absorbed immediately into well-paid jobs.

The whole problem of the value of using the enthusiasm and skill of the young British graduate in the overseas situation is one in which advice from Vice-Chancellors would be of the utmost value.

f. SHORT-TERM INTENSIVE TEACHING VISITS

A scheme of short-term intensive teaching visits in Medicine arose out of the Second Commonwealth Medical Conference in 1968. Visits are of about an academic term but shorter ones are possible. Some have already been arranged and one overseas university has asked for a dozen during the present year.

Just as the persons seconded under this medical scheme help in specialist areas where the overseas university finds difficulty in providing teaching, so in other faculties a similar scheme might be envisaged. Indeed, the VISTA (Visiting Scientists Teaching Abroad) scheme, which has operated fairly successfully at Ife, is very much of this nature. The whole basis of

this kind is that distinguished men, highly expert in limited fields, can be spared by their home universities but usually only for short periods. The medical scheme differs from VISTA largely in that it is concerned with specialised areas of knowledge, whereas the VISTA lectureships were more generally concerned with supporting a department which had difficulties in over-all recruitment.

g. EXTERNAL EXAMINERS AND SPECIAL VISITORS

The IUC provides the passages for a considerable number of external examiners to overseas universities. The visits tend to occur during the period of the final examinations when the normal life of the university is disturbed and when the visitors themselves are often under pressure to return to their own examining duties. Although these visits have often been a source of stimulation both to teaching and to research, and although they may often have given rise to links, it is doubtful if this is the best way to use such senior visitors. It might be more appropriate to bring them out at times of the year when more effective academic contact could be made with both staff and students. However, it should be made clear that the IUC is already in a position to finance short visits by distinguished academics other than for examining duties. Perhaps it would be a sensible move to direct some of the funds used up to now for "Study and Serve" into this channel. We would welcome expressions of opinion on this matter.

2. TRAINING

Increasingly my Committee is turning its attention to the problem of assistance which we in Britain can offer in the training of all levels of local staff. Special ad hoc arrangements can, of course, be made to deal with individual situations, but in our experience most overseas Vice-Chancellors prefer assistance of this nature to be on offer in relation to definite schemes. However, it is most important for us that these schemes should be freely criticised so that they can be improved or replaced by others.

a. TRAINING FOR ADMINISTRATIVE STAFF

A scheme of awards (initially and experimentally limited in number) has recently been envolved by IUC under which university administrators can follow a supervised programme in Britain. Additionally IUC is prepared to finance short advisory visits from UK universities including visits to small seminars arranged to bring together, in an overseas situation, administrators from a number of universities in, for example, such general areas as East and Central Africa, West Africa or the Far East. The IUC is, indeed, now prepared to consider requests for assistance towards fares to help a university administrator in a developing country to visit another similar institution often, but not necessarily, in relation to a small conference on a common problem.

b. TECHNICIAN TRAINING

The IUC Technician Training Scheme has proved increasingly popular, indeed, its expansion is restricted now by operational problems, for the number of university departments that can adequately look after a technician from an overseas university is limited. Nevertheless awards have been made to 30 technicians this year.

Many overseas universities have now developed technician training schemes which meet most of their local demands. However, the need for training in advanced and specialised laboratory techniques will surely continue. This can be, and is being, catered for in Britain under the present scheme, but no doubt the tendency will be away from more general training and towards specialised instruction. This type of service can also be provided by the expert technician going overseas and giving short courses on the spot, preferably attracting trainees from a group of universities. A successful visit of this kind has been made to the Department of Geology at Makerere and arrangements for other visits of this general nature elsewhere are under way.

c. LIBRARY STAFF

We have been pressed to introduce a scheme for the training of library and archives staff. This is now in an advanced stage of preparation. It will enable suitable people, in all grades, to undergo appropriate training in the UK with IUC support.

d. ACADEMIC STAFF

The IUC itself awards Senior Fellowships tenable normally for 6 months in a British university. A Fellow is expected not only to engage in teaching and research, but also to take part in departmental duties and gain experience in the general running of the department with which he is associated.

Further there are the "Commonwealth Academic Staff Followships and Scholarships" awarded by the Commonwealth Scholarship Commission working closely with the IUC which is able to act as a channel of nominations for candidates who are members (or potential members) of staff in its associated universities.

Since the scheme began in 1968 there has been a steady flow of applications but, on the whole the response has been disappointing. The scheme is designed specifically to meet the needs of the overseas universities and applications are made through the universities.

The IUC in making its recommendations is primarily concerned with the candidate's contribution to his university and only secondarily with his actual academic merit.

Programmes directed towards effective and efficient localisation of staff are regarded by my Committee as of the highest importance, and IUC is very anxious to help in this connection. It has already played a part in the University of East Africa Staff Development Programme. Staff development is, of course, a broad issue, and there are a number of ways (including the use of links) in which local men can be assisted to become better qualified for a future role in the university.

d. RESEARCH PROGRAMMES

Many overseas students come to Britain to take research degrees with the intention of returning to posts in their home universities. They mostly become involved in research programmes often little related to what they can do on returning home; further they receive no training in relation to their future roles as university teachers. The latter problem is being tackled on an experimental basis in London by offering to those overseas students a short course in training in university teaching organised by the University

of London Senate Committee for Higher Education Overseas through the Institute of Education. The first course, of a week's duration, held last year was well supported and was greatly appreciated by those who attended. The other point, the nature of research carried out by overseas students, requires careful study. It is ultimately related to the problem of staff development

I am now expressing my own views and this particular problem has not been considered, except in passing, by the Manpower Committee; indeed it may more properly belong to the Research Committee. It seems to me that in the coming decades there is much to be gained by a considerable development of joint research programmes. A programme of this nature can readily be fostered between an overseas and a British university under a link. For example, a biological department in the UK interested in forest ecology or in the productivity of lakes might link with one in Africa to study the whole ecosystem using modern quantitative methods. Once the joint research interest were identified there could then be free interchange movement of staff and research students. An African student might start his research in his home department, then move overseas for perhaps a year to acquire special techniques and to gain wider experience, returning for his final year to complete his researches and write up his thesis in his own university. But this is only one of a number of possible patterns. Similarly the British student might spend one of his 3 Ph.D years in the overseas department. This sort of arrangement is already possible under a link and is, indeed, occurring, but its direct encouragement might be a valuable IUC activity. During the past quarter of a century British academics have done much to build up university teaching overseas. During the remainder of the century our greatest contribution may be, perhaps, in encouraging the development of university research programmes closely related to local problems.

3. EDUCATIONAL TECHNOLOGY

Another matter which the Manpower Committee feels is should explore in the near future is the part, if any, which IUC should play in helping the development of audio-visual aids and other types of educational technology in the overseas universities. There is a proposal to arrange a seminar, to be attended by those in Britain most concerned in this area at the University level, so that the Committee can decide on its policy.

Appendix IV

LIST OF PARTICIPANTS

OVERSEAS UNIVERSITIES

Dr C C Aikman
Vice-Chancellor
University of the South Pacific

Dr I S Audu
Vice-Chancellor
Ahmadu Bello University, Nigeria

Dr Christian Baker
President
Cuttington College & Divinity School, Liberia

Dr S O Biobaku
Vice-Chancellor
University of Lagos, Nigeria

Mr J W Blake
Vice-Chancellor
University of Botswana, Lesotho & Swaziland

Professor E A Boateng
Principal
University College of Cape Coast, Ghana

Professor F J Borg Costanzi
Vice-Chancellor
University of Malta

Professor R Craig
Principal
University College of Rhodesia

Dr E Evans-Anfom
Vice-Chancellor
University of Science & Technology, Kumasi, Ghana

Professor L K H Goma
Vice-Chancellor
University of Zambia

Dr Aklilu Habte
President
Haile Sellassie I University, Ethiopia

Professor R L Huang
Vice-Chancellor
Nanyang University, Singapore

Mr V Chukwuemeka Ike
Chairman, Planning and Management Committee
University of Nigeria, Nsukka

Dr D H Irvine
Vice-Chancellor
University of Guyana

Mr F K Kalimuzo
Vice-Chancellor
Makerere University, Uganda

Dr A A Kwapong
Vice-Chancellor
University of Ghana

Dr T A Lambo
Vice-Chancellor
University of Ibadan, Nigeria

Dr Li Choh Ming
Vice-Chancellor
Chinese University of Hong Kong

Dr O R Marshall
Vice-Chancellor
University of the West Indies

Dr S T Matturi
Principal
Njala University College, Sierra Leone

Dr I Michael
Vice-Chancellor
University of Malawi

Dr P Msekwa
Vice-Chancellor
University of Dar es Salaam, Tanzania

Dr H A Oluwasanmi
Vice-Chancellor
University of Ife, Nigeria

Dr O M Osman
Vice-Chancellor
University of Khartoum, Sudan

Mr K E Robinson
Vice-Chancellor
University of Hong Kong

Rev Canon Harry Sawyerr
Principal
Fourah Bay College, Sierra Leone

Dr Rocheforte L Weeks
President
University of Liberia

ASSOCIATION OF UNIVERSITIES AND COLLEGES OF CANADA

Dr A D Dunton
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Mr Geoffrey Andrew
(Executive Director)

Monsignor Jacques Carneau
(Associate Director)

Dr J F Leddy

Dr Colin Mackay

Dr W A Riddell

Dr B E Riedel

Sister Catherine Wallace

Dr D C Williams

INTER-UNIVERSITY COUNCIL FOR HIGHER EDUCATION OVERSEAS

Mr J B Butterworth (Chairman)

Sir Christopher Cox

Mr R C Griffiths
(Director - designate)

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Professor L Gray Cowan

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Dr Richard Dodson
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Mgr Th Tschibangu (Universite Lovanium)

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Dr H W Springer
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Mr Courtney Nelson;

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Dr F W Hellman

NETHERLANDS UNIVERSITIES FOUNDATION FOR INTERNATIONAL CO-OPERATION

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TRUST FOR EDUCATION IN DEVELOPING COUNTRIES

Sir Norman Alexander

CANADIAN INTERNATIONAL DEVELOPMENT AGENCY*

M Louis Bérubé
(Deputy Director, Francophone Program Education Division)

Mr Douglas Mayer
(Director-designate, Manpower Resources Division)

Mr Lewis Perinbam
(Director, Special Programs Division)

Dr H O H Vernon-Jackson
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(*additional representatives were present for the discussion on Canadian aid programmes)

UNITED KINGDOM MINISTRY OF OVERSEAS DEVELOPMENT

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